

The Church School Teacher

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THE CHURCH SCHOOL TEACHER

VOL. XXVI No. 6
JUNE 1957

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The Church School Teacher

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From Your Director

by LAEL H. WESTBERG

HERE is a letter from an enthusiastic Sunday school superintendent. It is a good note on which to begin this *teachers' helps* issue.

"I wish you could be with us this evening. We are to have our third September Sunday school teachers' meeting. The two already held have been an inspiration. We use the Bible study suggestions in the CHURCH SCHOOL TEACHER, the filmstrip from the LEAV kit entitled 'The Growing Teacher' and then divide into department groups. The Church Council is along so they, the Sunday school superintendent and the pastor have their meeting the same evening. I have sent for some of the things mentioned in the CST *helps* articles, so with the help of CST I am able to float between the department groups answering questions. The meeting closes with a brief summary in which the department teachers make known their wants

concerning materials and other things effecting them."

In this June issue we offer you suggestions for organizing and programming *your* next three monthly teachers' meetings. You will find suggested Bible studies, audio visuals, resource material from books on teaching, helps for planning your next quarter Christian Growth Series lessons. Sunday school teachers' meetings can easily become perfunctory and dull. Not so if you follow the suggestions in this issue (and every September, January, March and June issue). If your staff is not enjoying this new kind of meeting get them started this month.

Minneapolis is a busy place these days. The town is getting ready for all of you folks and the hundreds from abroad who will attend the August 15-25 assembly of the Lutheran World Federation. Did you know that the plenary sessions are open to the public? And that there are magnificent public events

planned for the evenings and week-ends? Tickets for the plenary sessions are available for \$1.00 each or \$9.00 for the series. Write for your tickets to Dr. Martin Carlson, 2445 Park Ave., Minneapolis 4, Minn.

A special event of great interest to church school teachers will be the teachers' luncheon to be held at the Leamington Hotel, 12:30 p.m., Saturday, August 17. Plans are being made for a gathering of three hundred interested persons. A program of international character will be presented. The estimated cost per ticket is \$2.50. Send me your check if you would like a place reserved for you.

I think this will surprise you. The Sunday school story papers are building a fellowship among the children of the Augustana church. It is the Pen Pal column that is doing it. We busy adults may think this column is just a filler and that no one pays attention to it. On the contrary it is one of the reasons Congress was asked for an additional appropriation to keep the post office department operating. These young people are writing letters! And the result is a Christian friendship chain extending farther and farther around our church.

My nine-year-old wrote a letter to the Pen Pal column and received forty letters. We have just had a report from another youngster that in one week she had received 37 letters. Those few Sunday schools

who insist upon subscribing to non-Augustana papers are missing an opportunity to build a church-wide fellowship.

Speaking about fellowship let me quote from the special Pentecost message sent to us from the seven presidents of the World Council of Churches:

"The nations are looking with fear to an unknown future. Grave problems of human relationships which cause the sufferings of millions of our fellow men remain unsolved. This is not because the necessary intelligence is lacking or even some general good will. It is rather because men have not the power to do the good they know they ought to do.

"We long for true international understandings and peace, but we cannot bring ourselves to pay the price. In the churches we find a real desire for renewal, for unity, for evangelism, but not enough readiness to consecrate ourselves so fully to the service of Christ that we become the willing instruments of His saving work.

"Now Pentecost comes to tell us that the one and only way in which our weaknesses can be transformed into strength is by receiving the life-giving Spirit which turned disappointed disciples into courageous witnesses."

The message from the presidents concludes with the plea that the "fellowship we have in the World Council" may "show the nations

that there exists a people of God which lives in the strength of the Holy Spirit."

Augustana people should not forget that we are joined together in the World Council of Churches with 170 million Christians

throughout the world and that together we are carrying on an extensive program of inter-church aid and refugee relief work, together with work in the fields of study, ecumenical action, laity and youth work.

Suggestions for Your Next Three Staff Meetings

For Your June Meeting

The purpose of the June meeting should be to study and make detailed plans for the July Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "God's Purpose for Man," with this outline:

Introduction

Genesis 1:26-27, Ephesians 2:10, Deuteronomy 8:3b, Matthew 4:4

God's Purpose for Man in His Relationship Toward

I. Individuals

I Thessalonians 4:9-12, Ephesians 4:32, Matthew 7:7, I Corinthians 3:9

II. His Family

Galatians 6:2, Proverbs 22:6, 4:1-4, Colossians 3:18-21, 23-24

III. Nations

Psalms 33:12, 67:1-3, 100:2, Proverbs 29:2, Romans 13:3-4, I Timothy 2:1-2, Matthew 7:12, Leviticus 19:34

The Practical Information Period—thirty minutes.

This could be a discussion of the use of projected and non-projected visual aids. The following suggestions are given as possible resources:

"Ways of Teaching" by Karen Andersen, pages 129-140

"Teaching with a Plus" by Oletta Wald, pages 3-9 and 31-34

"Beyond the Textbook," a film-

strip produced by College of the Pacific, Stockton, California.

The Department Study and Planning Period—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the summer quarter lesson material and this issue of the **CHURCH SCHOOL TEACHER**. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
 - a. Biblical bases and aims.
 - b. Activities and materials needed.
 - c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

For Your July Meeting

The purpose of the July meeting should be to study and make detailed plans for the August Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "Serving Our Lord," with this outline:

I. Use of Our Time

Exodus 20:9, Psalm 74:16a
104:23, Ecclesiastes 3:13
Luke 12:36-40, John 9:4

II. Stewardship of Our Possessions

Matthew 6:33, Mark 4:19,
Luke 12:15, I Timothy
6:3-10

III. Extending Ourselves in Friendship

Proverbs 18:24, Luke 10:25-37,
John 15:12-14, I Timothy 4:12

IV. Co-operative Family Living

Ephesians 6:1-3, Colossians 3:20, II Thessalonians 3:10,
Philippians 2:14, James 1:22,
Psalms 119:11, Deuteronomy 6:18

The Practical Information Period—thirty minutes.

The discussion for this period could revolve around the subject of "Discipline as Related to Teaching in the Church School." Resources for this discussion would include the following:

"Ways of Teaching" by Karen Andersen, chapter 6

The filmstrip, "As the Twig Is Bent," from the LEAV Kit, available from Audio-Visual Service, 2445 Park Ave., Minneapolis 4.

The Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See the directions under the suggestions for the June meeting. Refer to the "Helps" articles in this issue of the **CHURCH SCHOOL TEACHER**.

For Your August Meeting

The purpose of the August meeting should be to study and make detailed plans for the September Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "The Christian's Growth," with the following outline:

Introduction

Luke 2:52

I. His Physical Growth

Luke 2:40

II. His Mental Growth

Luke 2:41-52, 10:27, 12:48b,
Matthew 25:14-30, Romans
8:28, II Timothy 2:15, Prov-
erbs 3:13-18

III. His Social Growth

Matthew 7:12, 22:39, Ro-
mans 13:10, I Corinthians 13,
John 10:7-18

IV. His Spiritual Growth

I Corinthians 16:13-14, I
Thessalonians 2:12, II Tim-
othy 3:14-15, II Peter 3:18,
Philippians 3:13b-14, Gal. 3:
26-28; 5:13, Micah 6:8

The Practical Information Period
—thirty minutes.

This would be a time for the consideration of "The Church School Teacher and His Task." The following suggestions are given as possible resources:

"Ways of Teaching," chapters
1 and 4

The filmstrip, "The Growing Teacher," from the LEAV Kit, available from Audio-Visual Service, 2445 Park Ave., Minneapolis.

Department Study and Planning
Period—at least sixty minutes.

Study and plan for the next month's work. See the directions under the suggestions for the June meeting. Refer to the "Helps" articles in this issue of the **CHURCH SCHOOL TEACHER**.

Most children take no, NO, NO for an answer.—F. P. J.



The Family Camping Trip

STYLES in vacations, as well as everything else, change. In recent years millions have taken to the national and state parks and forest areas, laden with paraphernalia for camping outdoors.

Most of these campers are family groups. Research suggests that this camping trend is part of a re-evaluation of our American social life—a swing away from the tense routine we have accepted and toward more enduring values.

Perhaps the greatest benefit of camping lies in the way it cements family ties, provides deeper understanding between members of the family and gives them a common ground to think and talk about during the rest of the year.

Children see their father in a completely different light. He is no longer the man who leaves after breakfast for an unknown place called "work," comes back at night to lose himself in his paper,

the TV set, office work or club meetings. He is now a man who knows such wonderful and romantic arts as building camp fires, making the family comfortable and safe, teaching the children how to fish, play, make things, etc. He has the leisure and willingness to play and share the children's interests. He is more of a pal than they ever pictured him to be.

The mother, too, is seen in a new light. No longer is she merely an image of a woman in the kitchen, or with a dust mop. She, too, is part of the fun-seeking, cooperative family team. The children learn that she also is a good sport, capable of playing and eager to learn. They discover in her many qualities they never before knew existed.

The parents, in turn, see their children in a new light. The youngsters are eager, adventurous, adaptable, willing-to-work-because-

it's-fun. In a camping environment, parents realize what independent, capable creatures their children can be when removed from the planned routine, the taken-for-granted comforts and the over protective environment of the average home.

Camping is a little like learning

to eat olives. Some have to do it a few times before they begin to enjoy it. Then they can't stop. A family that goes camping together gets rest, stimulation, adventure, varied activity, and above all—a deeper and richer understanding and appreciation of one another.

—Courtesy Shell Oil Company



Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series,
Kindergarten II, Summer Quarter*

I believe that God has created me and all that exists; that He has given and still preserves to me my body and soul . . .

DID you glance back at the title to make sure that these helps are for teachers of kindergarten children? This explanation of the basic truths which were indicated by the church fathers in the words of the Apostles' Creed is important for the Christian of any age. The first unit of the Summer Quarter of Kindergarten II is entitled, "God Cares for Us." How better can the explanation of the first article be conveyed in kindergarten language? Sessions one through eight express these truths within the comprehension of the four- and five-year-olds.

The second unit, "Growing for Jesus," helps children sense the meaning of the last clause of the explanation regarding their re-

sponse to the goodness and care of their Creator.

. . . for all of which I am in duty bound to thank, praise, serve, and obey Him.

Romans 1:20 declares that one of God's ways of revealing himself to man is through the wonders of His creation. As we help make children aware of these marvels we are assisting them in another way to honor God and His greatness. As we relate their expression of praise to their sense of the beauty and miracles of God's handiwork a closer feeling of fellowship with God can be developed for the children.

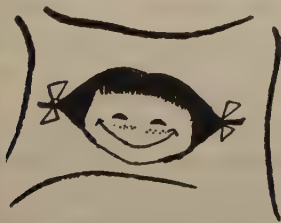
Learning means of expressing their praise and joy in God will help kindergarten people to be more fluent witnesses to their faith, both at present and as they grow in Christian living. Verses from the Psalms, learned with their significance tied into living experiences, will be recalled at appropriate times in later life as the child has further awareness of

Miss Olson is a member of the staff of Augustana's Board of Parish Education.

the glories of nature. "I will sing to the Lord as long as I live." Psalms 104:33

A stanza from a favorite hymn, "Now Thank We All Our God," may be used as a theme song for Unit A. As well as teaching words, explain their significance. If many in the group know the song make use of the opportunity to review, and clear up any misunderstandings which may be discovered. Such a hymn can be meaningful throughout a lifetime.

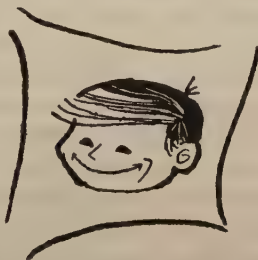
A suggestion in session one is to renew personal appreciation and gratitude to God for His mercies so that in a new way the teacher may interpret God's world to the children. This again is a reminder that we cannot transfer to the children what we do not have our-



selves. Lesson planning and preparation are essential that we may present facts to the class members, but our own spiritual liveliness is transmitted to the children by the very tone which we use in giving these facts, and by the attitude which we portray in the house of God. Teachers must act as reverently during the short worship

service as they desire class members to act.

In planning session two note with care the aims for the lesson, and tell the story with those aims in mind. The chief point of emphasis here is the changing seasons. For kindergarteners the judgment of God on the wicked is not a helpful continuation of the thought



of God's care. The climax is the promise of God to Noah in Genesis 8:22 of which the rainbow is a lovely reminder.

If your church is in an area where there is no marked change in the seasons help the children to see the differences in certain plants and trees according to the time of year. Whether cacti or mosses are more prevalent in your neighborhood the growing things can be aids to helping the children see the amazing plans of God's creation. Pupils may be encouraged to bring objects to go along with the unit study. Shells, large pine cones, sprays of flowers—all point to the wonders of God's creation in a way that can be experienced by the preschool child. These can be set

up for inspection and conversation by the children as they come to the class area. We must keep in mind that for each child the session begins when he arrives. There is learning going on, whether or not it is directed, and how much better if every precious minute is utilized in a positive way.

Let us plan our lessons this quarter using the pupil's lesson leaflet in our preparation but not in class. The leaflets are intended as a contact between church school and home. Most often the best plan is to distribute them as the children are leaving church school. At appropriate times attention may be called to songs in the leaflet which have been taught in class and may be sung with parents at home, or to the message, "To Father and Mother," which can strengthen this contact.

If more than one teacher will be responsible for the class during the summer quarter, planning and study may be worked out together. Use the Teacher's Guide, not only

for specific ideas for each session, but also for general information on conducting the class and working with children. Write in the margins. Mark it up. The suggestions may be supplemented by plans of the individual teachers. Sharing ideas on personal lesson preparation is helpful. One teacher may feel a lack in the way time is spent on the lesson during the week. Things that have worked out well for another teacher may be just what are needed. Unit planning with a defined aim always in mind will provide harmony even when a teacher has a vacation substitute. The aim can supply a theme for the day's lesson influencing objects to be examined, songs to be sung, and the direction of conversation. This sort of planning and direction is a source of progress in Christian education.

A Focal Point

There are many pictures from periodicals which will be excellent for use with these units. There is a benefit in going through all the lessons for the quarter in a preview. This will help in recognizing the usable pictures which can be found in magazines and other sources. Collect these as magazines are discarded and keep them in a folder. After being mounted they can be placed in the Sunday school file for use in other classes also. For example, colored adver-



tisement illustrations of daily living situations might be used in session seven. The teacher could ask questions requiring pupil decisions. These pictures would provide a good focal point for group conversation, and would help to bring about discussion around a browsing table before a class session opens.

A Foundation

The aims for session eight are basic in giving children a foundation for Christian living. The session is for unit review. The message to parents should be called to their attention. The close of a unit is a good time for the teacher to evaluate plans and results, and so move on with a better understanding of the class and how to teach it.

The phenomenon of the Christmas story is the basis for this unit. The marvelous idea that Jesus was once a little baby who grew up and had birthdays as they have birthdays is within the children's comprehension. All little children have incentives for growing up—and this unit of lessons can be used to make promotion into another department seem attractive and reasonable. Introduce the idea during several sessions so that it does not come as a surprise on Rally Day. As part of the unit aim of realizing that God wants them to grow it is valuable to instill the idea of



mental growth, to encourage the children to want to be good learners for Jesus.

The role-playing suggested for learning how to make evangelism calls is useful in adaptation to any age. As the adult individual's personality enters into his calling for an evangelism mission so should children be encouraged to give their invitations in a spontaneous manner. It will be good preparation for controlling self-consciousness in future evangelism activities. The strong witness grows in faith as he proclaims his faith and this applies to little children in proportion to their years and understanding. This growth comes not from the child himself but through the Holy Spirit as He uses influential adults and like-minded friends.

“. . . Give thanks to him, bless his name!

For the Lord is good;

his steadfast love endures for ever,

and his faithfulness to all generations.”

Psalms 100:4-5

Helps for Teachers of Primary

by SISTER GERTRUDE HILL

*Based on Christian Growth Series,
Primary I, Summer Quarter*

IN THE Spring Quarter for the Primary Department we concentrated on the resurrection of Christ, God's redemptive love for mankind. We had opportunities to lead primary children to an understanding and acceptance of the living and life-giving God. Now as we study the Summer Quarter, we move into the practical aspect of the Christian faith: Christian living and adjustments. These basic outcomes are continuously desired for primaries in the nurture of the Christian faith.

Previous to our individual preparation and lesson planning, we look forward to meeting with the other primary teachers in a planning session at the monthly teachers' meeting.

At that time we make general observations of the quarter, **THE BIBLE AND WORLD CHILDREN**. Two units of study comprise the quarter. Unit A, "Bible Stories about God's Helpers," acquaints

the children with Bible stories which illustrate helpfulness and also provide opportunities for the primaries to express helpfulness to others. Leaflet for session 7 summarizes the applications of the lessons in Unit A for Christian living: forgiving spirit, friendliness, loving obedience to God, constancy in prayer, service to Christ, temperance in eating, and thoughtfulness. Unit B, "World Children for Jesus," is a missionary unit which emphasizes the adjustments that come in daily Christian living. This unit aims specifically to provide ways for primaries to demonstrate a missionary zeal and spirit.

Tell—Don't Read

Also, in our departmental group, thought will be given to general plans for the presentation of the lessons. Story telling is such a vital method that it is well to consider how to tell stories interestingly. The telling of the Bible stories, rather than reading the story, brings a closer rapport between the teacher and pupils. It is

Sister Gertrude Hill is a member of the staff of the Augustana Board of Parish Education.

thrilling and interesting for the story teller to watch the reactions and responses of the children to the well-told story. A good resource book illustrating how the characters and events come alive through word pictures is *Marian's Big Book of Bible Stories* by Marian Schoolland. There we note short sentences, direct conversation, descriptive phrases, vocabulary and concepts within the grasp of primaries; all of which make the story so interesting and vivid to primaries. This book can be secured from Augustana Book Concern.

Activities

Together we discuss the activities which can be shared as a department or how the various activities are suited to each age group. The cutout scenes to illustrate memory verses or the Bible stories, as suggested in session 5, may be more adaptable to the younger age groups in the Primary Department; while the map or poster depicting "World Children for Jesus," suggested in session 8, would be more interesting to the third graders or the eight-year-olds. Session 10 suggests visiting the sanctuary of the church. If this is carried out it will have to be planned beforehand with the pastor. Looking ahead we find that the quarter culminates with possible suggestions for a sharing

service on Promotion Sunday. No doubt, there need to be adaptations in working out plans to coincide with those of the entire church school. Whatever activities may be selected by the department, more definite plans will have to be worked out later by the individual teacher and his pupils.

Developing a Skill

Teachers usually find that older primaries like to look up the scripture references in their lessons, particularly the New Testament passages. Of course, that skill develops gradually. Pupils motivated to study and learn the names and general classification of the books in the New Testament (gospels, history, letters, prophecy) enjoy locating the Bible verses.

There seems to be a greater need for teachers to give thought to helping each child understand and learn the scriptures in the lessons. To insure retention, the Bible verses should often be used in reviews. From other teachers we learn that they have found flash cards, underlining of important words, erasing key words, and substituting pictures for words—as in a rebus—to be helpful ways in guiding the memorization of scripture passages.

With that background of a general overview of the quarter and the experience in group planning with the Primary Department



teachers, we are ready to proceed with our individual preparation and lesson planning of the Summer Quarter.

Setting aside a definite time and place for lesson planning will help us tremendously. Beginning early each week gives us more time to think and plan.

It is best to make marginal notes as we proceed with each session outline in the Teacher's Guide. We will discover that some of the material or suggestions will have to be omitted because of the way in which the lesson is being developed and the time allotment for teaching. Some suggestions will not be pertinent to the needs and interests of the children in our class. These factors enter into lesson planning.

Reading the entire scripture passages listed in the Biblical basis, as well as studying a commentary to get the background and interpretation, will increase our knowl-

edge for teaching this portion of scripture. We will be inspired and challenged by the courageous and zealous witnessing of God's helpers. Interestingly enough, these characters from the Old and New Testament represent a variety of leadership: Jacob—patriarch, Moses—leader and law giver, Joshua—Israelite leader, Solomon—king, Amos—shepherd and prophet, Daniel—prophet, Gideon—judge, Philip—apostle, Paul—missionary pastor, David—shepherd and king, Jonathan—prince. In the margin by the Biblical basis, we like to jot down the central idea conveyed in the scriptures as a helpful reminder for our teaching.

With these specific Bible truths in mind, we next consider the aim which will accomplish the objective of making the lesson content meaningful in meeting the needs and interests of each pupil. The aim we select or modify will determine which part of the lesson to use in fulfilling that aim, and which material to omit that does not contribute specifically to the aim. Our major objective is to teach that which will be most helpful to the child and the lesson will be the means to that end.

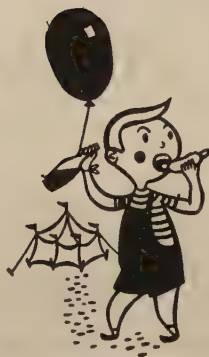
The selected aim will also give us direction in the way we introduce and develop the lesson. Suggestions for the introduction and follow-up of the Bible story are

helpful, but we must adapt them to purposes we have in mind for the session. Most of us have discovered that it is better to distribute the leaflets after we have told the story so that the children can attend to one thing at a time. The leaflets are used best as a basis for discussing and reviewing the content and application of the Bible story.

Suggestions of books and materials which can be used to enhance and fulfill the aims of the lessons are worth noting. Just a few books are suggested for the browsing table. See sessions 1 and 11. In addition, *Bible Stories* by Mary Alice Jones is an excellent book which has stories and pictures on almost all the Bible characters presented in this quarter. We may find this book in our public library, or else it can be secured from Augustana Book Concern. On the back page of the Teacher's Guide we may find it feasible to list the pictures we want to gather and have on hand for each session. Public libraries often have quite a collection of mounted pictures which can be checked out for a week or two. The following large pictures, 12x18 inches, from the Christian Growth Series Picture Sets tie in with the sessions:

Session 1—Jacob and Esau. Primary I, picture 14.

Session 2—Baby Moses. Beginners I, picture 15.



Session 3—Children Helping. Beginners I, picture 16; Primary I, pictures 16, 17.

Session 4—Boy Samuel Praying. Primary I, picture 4. Solomon Praying. Beginners I, picture 8.

Session 5—Medical Helpers. Beginners I, picture 7; Primary II, picture 12.

Session 10—Jesus with Children of Other Nations. Beginners II, picture 8; Primary III, pictures 9, 15.

Session 12—Good Samaritan. Beginners II, picture 2.

Session 13—David and Jonathan. Primary I, picture 11.

During the study of this Summer Quarter, teachers and pupils together will experience many ways to demonstrate missionary zeal and spirit. The teacher's enthusiasm and concern for missions will often be "caught." What a challenge for witnessing the Christian faith in daily living!

Helps for Teachers of Juniors

by MARY NORDLUND SHUEY

*Based on Christian Growth Series,
Junior I, Summer Quarter*

TEACHERS of juniors! Before you are active, healthy boys and girls! They are in the healthiest period of their lives and are in the age for the greatest desire to learn. They are "beavers for work" when they see the plan and purpose. So, challenge them!

We know that to properly meet this challenging group, we must be well prepared. That means making plans! We need to know where we've been and where we're going. So, before venturing into the last quarter of this year's course, let's think through our aims and accomplishments in the light of the Desired Outcomes of the Christian Growth Series found on page 4 in every Teacher's Guide. Retrospective evaluations often serve a good purpose. A list of thought questions will help to guide us in this evaluation:

1. Have the juniors grown in their understanding of God's plan of salvation as told in the Old

Testament and fulfilled in Jesus?

2. Do they know that it was for them personally that Jesus went to the cross?

3. Do they experience the joy of knowing that their confessed sins are forgiven?

4. As a result, is the growth in their Christian faith manifest in their attitudes and daily living?

In this next quarter, WHERE WE LIVE, the junior will have the opportunity to give expression to his personal Christian faith and convictions. The lessons are closely related to his everyday life. The four units give emphasis to the fact that no one lives unto himself, but that the influence of one's character affects all those about him, and also that it can be far reaching. That it is vacation time has been taken into consideration. Many interesting related activities are suggested for each unit. Plan to carry out as many as possible, either by class or by groups, depending upon the number of pupils. Much of the work can be done at home during the week.

Mary Nordlund Shuey is staff worker for Augustana's Board of Parish Education.

Here is a suggested "line of attack" for making plans:

1. Discipline yourself to several hours of study.

2. Fortify yourself with these study helps:

The R.S.V. Bible

The Christian Growth Series
Teacher's Guide and Study Book

Bible dictionary, concordance, etc.

W.M.S. missionary packet for juniors

A list of all materials available in church, such as: pictures, maps, books, filmstrips, films, slides, etc.

3. Submit yourself to the One whom you serve. Open your heart to God in prayer. Seek for cleansing, guidance, and wisdom in preparing yourself for this great privilege of teaching. Always remember it is God's work; you are His instrument. Refer to the prayer on page 55 in the Teacher's Guide.

4. Scan the "field" by hurriedly reading through the entire quarter. Formulate in your mind ideas of approach and development.

5. Next, plan the first unit of work in detail:

a. Study and make note of the Bible basis for the entire unit.

b. Even though the Teacher's Guide has many suggested aims for each lesson, write 2 or 3 of your own for the unit.

c. Several hymns are suggested for each unit. Select some verses of a hymn that will best correlate with the unit. Use the hymn in various ways so the juniors will learn it.

d. Read Section II and III in the W.M.S. Junior Program Book to learn the correlation made of current missionary information to this unit of lessons.

e. Select the activities which will best help to accomplish the unit's aims and are most workable in your own situation. Plan what materials are needed and how to secure them.

The Value of Aims

Have you ever considered the value of formulating aims for the entire quarter, unit, and lesson? We don't set up aims and tie them into a neat bundle to be set aside when the quarter is covered! We set them up to guide us in our teaching of the juniors in their present needs, but aiming always to reach a higher level of understanding and faith in Jesus Christ. An incident told by a teacher of juniors in Seattle, Wash., may strengthen this point. A junior asked her teacher, "Can I be sure that God forgives my sins when I have confessed them and asked for forgiveness?" With confidence her teacher answered, "Yes," and used 1 John 1:9 and Psalm 103:

12. She then proceeded to write on the chalkboard, "My sins." Erasing it, she asked the junior, "How much do you see now?" "Nothing, it is all erased!" Her teacher added, "So, too, are your sins." A few weeks later that same junior confided, "I am so glad to know that my sins are forgiven and erased." The teacher added that the joy and light in that child's eyes have repaid manifold the time and effort that she has spent as a Sunday school teacher.

Let us now think through a plan of accomplishment for each unit.

Unit A—"Living in Our Country"

The four lessons indicate God's concern for the nations. "Blessed is the nation whose God is the Lord." The juniors are led to realize that even in the laws today, the Ten Commandments are guiding principles. Some suggested aims for this unit may be:

1. To help the juniors appreciate our country's gift of freedom and opportunities,
2. To help them realize that wherever they live, they should be *expected* to be the best citizens,
3. To deepen their appreciation of the contributions made by each racial group.

In lesson 2—with reference to Romans 13:1-9, Paul does not

mean that all existing authorities are divinely appointed. He suggests a test. When they are a terror, not to the worker of good, but to the evildoer, then they are ministers of God within civil life. (See Abingdon Bible Commentary.)

Ten activities are suggested on page 8 in the Teacher's Guide. Choose several to work on during the next four lessons. In connection with item 5, use the bulletin board to display what our church is doing in the Advance for Christ. Invite someone in your church to explain it.

With reference to item 10, the more advanced pupils could add facts of interest to the list of contributors. These facts could be copied on file cards and placed into an appropriate sized box for future reference. Start a research card file of information for your library. More detailed directions are given on page 84 in *Here's How and When* by Armilda Keiser.

Unit B—"Living in Our Homes"

A strong nation is made up of strong homes. In the next four lessons the juniors will learn that the Bible is the guide in making happy homes. An aim suggested for this unit may be:

To help the junior realize that he can contribute the most to his home by being helpful

considerate, kind, obedient, and pleasant.

Read carefully the introduction and the suggestions given for activities on pages 25-27 in the Teacher's Guide. Select another hymn for this unit. It is suggested to complete the activities for the last unit and work on new ones for each unit. If the juniors are not already users of the devotionals given in the *Junior LIFE*, emphasize its use in connection with lesson 8. Encourage them to have individual devotions in addition to the family worship.

Unit C—"Living in Our Neighborhood"

This unit has only two lessons, but its teachings or applications are vital in the life of a junior. He may live in a community of desirable or undesirable "places of business"; he may have many friends in the neighborhood, or he may have very few or "no" friends. By this time you, as his teacher, will know generally into what category he fits. Pray that these lessons may be used in his specific needs. Suggested aims are:

1. To help the juniors evaluate the various places in their community, keeping in mind the Athenian pledge as given on page

16 in the pupil's Study Book,

2. To help the juniors to know what it means to *be* a friend.

Even though a recent survey may have been taken in the neighborhood, the activity item 1 on page 44 could serve as a challenge to discover for themselves what responsibilities lie in their own neighborhood.

Unit D—"Living A while at School"

When the juniors reach this unit they will already have enrolled in school. The points of emphasis in this unit may be:

1. To help the juniors realize that doing their best at the assignment they have today may lead to bigger opportunities,

2. To help the juniors see how the obedience of Joseph, Moses, and Esther brought blessings to many.

Studying the educational opportunities on our mission fields would be a worthwhile activity. Write to the Board of World Missions, 2445 Park Ave., Minneapolis 4, Minn., for information. The filmstrips, "Be a Missionary," and, "Sumo, Boy of Africa," and the phonograph record, "A Day in an African Bush School," would enhance this activity.



Helps for Teachers of Intermediates

by ANNETTE JOHNSON

*Based on Christian Growth Series,
Intermediate I, Summer Quarter*

"To get adjusted to the world
Is after all the wisest aim;
It won't adjust itself to us,
For it was here before we came!"

"CHRISTIAN poise or adjustment in a continuously changing world" is the desired outcome of the Christian Growth Series to which the sessions for the intermediate Summer Quarter are directed. As you study and discuss with the intermediates this quarter, help them to realize that God *wants* them to adjust to their new situation. It may be well to point out, however, that a person is not a Christian just by virtue of being well adjusted. The Teacher's Guide points out that there are two worlds of change for the intermediate. The world changing day by day *around* them and the world changing day by day *within* them.

Having just completed a quarter of study on the Christian faith, you can very well help the intermediates to an understanding of how their Christian

faith can help them to adjust to this ever changing world in which they live. Perhaps all teenagers sometimes wonder, as they face the problems of adolescence and the world, "What am I here for?" The Bible studies and discussion this quarter should help the intermediates realize that life is a thrilling and challenging adventure. God has given them life, and while He created them to be typical teenagers—at the same time, they are to be His witnesses. Remind them that the Christian faith has them see that everything making an individual a personality must be related to God; also, that the guideposts of faith are helpful instruments to enable one to really enjoy life.

Since this quarter seeks to establish the leadership of Jesus in Christian growth, the sessions are set up as one unit. This makes it especially important that you read and study carefully the Study

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Book and the Teacher's Guide before planning any of the lessons. Very good suggestions are given for class discussion and activities in both books. As you look over the table of contents, you will see that the first part of the quarter is concerned primarily with the adolescent's growth and his relationship with his family. The middle part is concerned with his choice of friends and stewardship of his time and money. The last part of the quarter treats with the adolescent's preparation for the future with emphasis upon God's part in his growth.

Know Yourself

Intermediates may, and perhaps you, wonder why such a quarter is included here. Be sure you have the pupils read, at the beginning of the quarter, the article, "Exploring with God." This will help to introduce this quarter and set the stage for the study that will follow. Adolescents hear so much about growing up from their parents and teachers, that they may think this is just some more of the same "old thing" and become disinterested unless you plan carefully with them and help them to see the reasons why such a study is included in the intermediate quarter. You may need to point out that what we believe and how we feel about ourselves is exceedingly important in our daily lives.

We need to know and understand ourselves before we can understand others. Dwight Moody once said, "I have more trouble with myself than with any other man I know."

The sessions this quarter will lend themselves well to the use of panel discussion and role playing for variety in method. It would be well to review the explanation of the First and Second Articles of the Creed at the beginning of the quarter and see how they relate to the sessions for this quarter. As you discuss the lesson dealing with the growth of the adolescent be sure and bring out the fact that the element of choice is more and more exercised as we grow. The choices we make determine the person we are becoming. The pupils might make a list of the choices that a Christian must make.

Fourth Commandment

Adolescents often complain that their parents don't understand them. Likewise, they often do not understand their parents. One of the aims, for the first part of the quarter, is to help the intermediates realize that the duties of parents are not self-made but come from the Word of God. Christian parents try to follow God's admonitions in regard to bringing up their children. Ephesians 6:4 might be added to the Bible references given in the Study Book in

regard to parental responsibility. A review of the Fourth Commandment will, of course, remind them of their responsibility to their parents. Have the pupils make a list of the characteristics of a Christian home. After a discussion of these, have the pupils bring out what *they* can do to help make their homes Christian and thus places where the greatest happiness exists. Special attention should be called to the use of family and private devotions. Remind and encourage the pupils to read the daily devotional section in their church school story paper, *TEEN TALK*.

Lots of friends and belonging to many groups and gangs is the aim of most adolescents. It is important that they learn to make the right choice. At the beginning of the lesson on friends, have the pupils write a paragraph or so on the topic, "What It Means to Be a Friend." Have each pupil make a list of the qualities they want in their friends. Their lists may vary considerably, but help them to see

the importance of choosing the right kind of friends—Christian friends. Help the intermediates to realize also that, if they are going to have friends, they must first of all "Be a Friend." Discuss as many of the Bible friendships as you have time for. The church has a great deal of responsibility in helping the intermediates to form Christian friendships. A Junior or Confirmation League will help to provide needed fellowship for this age group. If the church does not have such leagues, then it would be well for the classes to plan and have several outings of one sort or another during the year. Encouraging and providing means for them to attend Bible camps will also help.

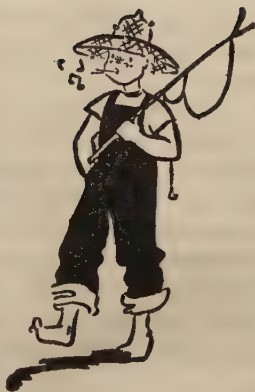


Interesting bulletin boards can be arranged for each of the sessions this quarter and will help a great deal in introducing the Bible study for the day and in directing the thinking of the pupils to problems for discussion.

The lessons on stewardship of time and money might be introduced with a bulletin board bearing some such caption as, "How Do I Spend My Time?" or "How



"Do I Spend My Money?" Beneath, arrange pictures showing the ways in which one may make good use of his time or money. Let the pupils figure out how much time they spend daily on different activities and how they spend their money. Give each pupil to keep a copy of the booklet, "My Stewardship Account," distributed by the Department of Stewardship Education of the Augustana Lutheran Church. Go over these booklets with them and help them



to conscientiously fill them in. Refer to the Bible references in the Study Book for them to determine what God has to say about the use of their time.

You might like to use this little verse with this lesson:

"I have only just a minute
Only sixty seconds in it,
Forced upon me—can't refuse it,
Didn't seek it, didn't choose it
But it's up to me to use it.
I must suffer if I lose it,
Give account if I abuse it.
Just a tiny little minute
But eternity is in it."

During adolescence many youngsters begin dreaming about

jobs and big money. Many go so far as to want to "quit" school. Others are beginning to think in terms of "after school, what?" The church through the Sunday school classes and Luther League can do a great deal to help these young people make the right decisions. Help them to see that Christian leadership is needed in all walks of life and that God admonishes us to seek wisdom. The Bible references in the study book will help them to see what God says in regard to knowledge and wisdom. It might be well to have some catalogs from some of our church colleges available, so that the pupils might begin to become acquainted with our church colleges and what they have to offer in the way of higher education. Do not, of course, lead the pupils to think that everyone should go to college just to be going to college. Do help them to see, how-

ever, that it is God's plan for us that we continue to grow in knowledge.

The final lesson this quarter should tie together all the material covered in the previous sessions in helping the intermediate secure "Christian poise or adjustment in a continuously changing world." The intermediates should realize that God furnishes the goal of Christian growth and living and that He has outlined for them the way to attain that goal. The choice, however, remains with them. They can take Him into their growth, or close the door to Him.

Suggested reference books:

For teachers—

Crawford and Woodward —
Better Ways of Growing Up

Bowman—*Guiding the Intermediate*

For pupils and teacher—

Shacter and Jenkins—*Into Your Teens*—Scott Foresman Company, Chicago, Ill.

Shacter and Jenkins — *You're Growing Up* — Scott Foresman Company

Axelton, Bergstrand, Manfred — *Adventuring With Christ in the Church Staff Vocations*.

Unless otherwise specified, books listed are available for purchase from Augustana Book Concern, Rock Island, Illinois. "My Stewardship Account" may be obtained from the Department of Stewardship Education, 2445 Park Ave., Minneapolis, Minn.

Talents

Whatever size the talents are

*That God has placed in trust with you,
To serve His Kingdom is by far*

The greatest use to put them to.

ROBERT DOLF

Helps for Teachers of Seniors

by KENNETH KOHL

*Based on Christian Growth Series
Senior I, Summer Quarter*

“THE Christian’s Growth” is a very challenging group of lessons. This quarter’s work presents a careful balance between the doctrinal and the practical. The pupil applies his faith to life, and sees how he can solve the problems of everyday living through the spiritual growth which comes from Christ.

This quarter of lessons affords the teacher an opportunity to lead his pupils into a better understanding of the program of the church. When seniors understand the program of the church they are more apt to appreciate it and to participate in it.

Keep in mind that all Christian growth is the work of God through grace. You, the teacher are only His instrument. May He use you to stimulate and guide seniors in Christian growth.

Begin by reading pages 4 and 5 in the *Study Book* and pages 5-7 in the *Teacher’s Guide*. Reread them as you make specific preparation for each unit. Make sure that each lesson you teach contributes to attaining the over-all aims and goals. Very fine correlated material will be found in *The Growth of a Christian* by George B. Arbaugh.

Unit A

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Lesson 1: Don’t get lost in physical growth. Everything in

the lesson should build up to spiritual growth (S.B. p. 8). Save enough time for a study of John 4:5-15 and 35-38. Use the questions which follow. Keep clearly before your seniors that spiritual growth comes only from God.

Lesson 2: Note the close relationship of the material here to the 2nd quarter (lesson 4), "What's Wrong and How Right it."

Unit B

Lesson 3 begins the new unit "Some Factors in Growth." The parable is the core of this lesson. Get your seniors beyond the "facts" of the parable. Points 3 and 4 on page 19 of the T.G. will help you. In discussing the Word, emphasize "the Word made flesh." Call attention to the need for receptivity of the heart to the Word.

Relate "What Do You Read" (S.B.) to the Luther League reading program. Have a leaguer prepared to give titles of the 1957 reading list. Good reading produces fruits—a response in Christian living and service.

Lesson 4: Environment is not a fixed factor. Positive attitudes are important. Challenge your pupils to rise above the path of least resistance. Seniors want to be "one of the crowd." Youth all too often complain about environmental problems—the lack of youth programs in the community. This lesson gives the positive stimulus.

"Improving Our Surroundings" (S.B. pp. 20, 21) offers opportunity for the class to quit talking and get into action. An evaluation of the congregation's program for its youth may awaken seniors to *their* responsibilities in this program.

Lesson 5: Spend some time on "direct" and "indirect" learning. Learning does not depend on "formal education" alone. Life's unplanned experiences also teach. Attitudes may be shaped by indirect learning.

In lesson 1 we learned that God is involved in all phases of the growing process. We are what we are by the grace of God and our contacts in everyday life. Our debt to God and others is pointed out in "The Self-made Man." What opportunities for growth does your community offer? Your church?

Lesson 6: "The Parable of the Plant" is a good approach. Why not use it and the suggestions in the T.G.? Highlight the significance of family devotions. The tract "Light Within Our Homes" can be used. Have the students analyze the two poems. How are they alike? How do they differ? If you have time a study of some other hymns on the friendship of Jesus and God would be helpful.

Unit C

Lesson 7 begins a new unit. "Obstacles to Growth" will be a

challenge to you and your seniors. Keep in mind the "Note" (T.G. p. 34). Some seniors are very sensitive about their handicaps. But seniors need to be confronted with the realities of life. Keep before them the truth that a Christian has spiritual resources to rise above the obstacles and gain the victory. Romans 8 is vital. The lesson confines itself to physical handicaps and ills—don't stray.

Lesson 8: Too many people interpret success with mistaken values. Micah sets us straight. True success cannot be attained by sacrificing spiritual values. We cannot walk rough-shod over principles known to be God's will in order to be men-pleasers. Every man has to live with himself and his conscience. Failures need not be final.

Lesson 9: Study the various parables on talents in the New Testament to understand more deeply the truths of this lesson. Personal inadequacies result from an over-emphasis on self and under-emphasis on God's ability in us. "Our sufficiency is of God." Permit the Word of God to speak on this all-important problem of our pupils.

Lesson 10: The Bible study under "Human Fledglings" and "Maturing Socially" is the heart of this lesson. Send your seniors

to the Word. Allow time for discussion.

The first paragraph under "Christ for the Crises" is basic to the entire unit. The three points for discussion will help make this lesson practical. Do not stop with talk; adopt some specific class project. See T.G. pp. 50, 51.

Lesson 11: "War and Conflict" is a subject that will be of basic concern to every senior—especially the boys who will soon be drafted. With competition strong in every field "Undeclared War" is vital to seniors. Spend much of your session in Bible study. Through the Word, guide your seniors to see that they are to become the leaven which helps prevent the crises which confront our society. In what specific areas will you suggest they exert their influence?

Unit D

Lessons 12 and 13: If the teacher feels that a fuller application of "The Christian's Growth" was not possible in earlier lessons, this unit will fill the blank spots. Cover carefully Philippians 1:3-11 and II Peter 1:3-11. Strive to have pupils memorize Hebrews 12:1, 2 and Proverbs 4:18. If you have led your students to "maturity in Christ," then the quarter's material has served its purposes and you are richly rewarded.

Audio Visuals for Use with the Christian Growth Series

Summer Quarter

July, August, September, 1957

FILMSTRIPS and films are used increasingly to supplement teaching in the Sunday church schools. From an ever growing reservoir of such instructional materials we select each quarter those best related to purposeful teaching.

Although there is sometimes more than one audio-visual listed for a given lesson, the user will select only one to use and that one must be carefully fitted into the session. The best use is the kind which involves the audience to a maximum extent, before, during or after the presentation. It is sometimes very effective to stop a film at a given point to engage the learning group in a discussion, then proceed with the showing. The same is true with the sound filmstrip. It is greatly to be desired that teachers using filmstrips with narrative scripts engage the viewers continually during the presentation.

Abbreviations are as follows:
F, for film; Fs, for filmstrip; Sfs,

for sound filmstrip (with recording); S, for slides; R, for recording.

Primary I—Summer Quarter

Session 8—Bringing Our Friends to Jesus

Fs—Win Your Friends—45 frames, color. Purchase, \$7.

Session 9—Bringing Neighbors to the Church

Sfs—Bill Brought Them—58 frames, color, with LP recording. Rental, \$2.50; Purchase, \$6.

Fs—Be a Missionary—50 frames, b&w. Purchase, \$3.

Session 10—Bringing the Children of Our Nation to Jesus

Fs—Jimmy Finds City Friends—56 frames, b&w. Rental, \$2.50.

Session 12—Jesus' Friends Help Those in Need

Sfs—The Travelin' Man—75 frames, color, LP recording. Rental, \$2.50.

Junior I—Fourth Quarter Where We Live

Lesson 5—Why God Made Homes

Fs—Christian Homes—24 frames, color. Purchase, \$5.

Lesson 7—Helping in Our Homes

F—Tokens of Love—15 minutes b&w. Rental, \$5.

Lesson 8—Worshiping at Home

Sfs—At Home with God.—70 frames, b&w, with 78 rpm recording. Rental, \$2.50; purchase, \$12.

Lesson 10—Making and Keeping Friends

F—King of the Block—15 minutes, b&w. Rental, \$5.

Intermediate 1—Summer Quarter This Is My Life

Session 1—Jesus' Life

Fs—Life of Christ (Barosin)—Part I, 42 frames, Part II, 41 frames, color. Purchase, \$10 a set.

Session 2—What Lies Ahead

Fs—Why Do We Live?—39 frames, b&w. Purchase, \$3.

Session 4—Jesus Enters the Home

Fs—Christian Homes—24 frames, color. Purchase, \$5.

Session 5—Body and Character

Fs—Guide for Living—39 frames, b&w. Purchase, \$3.50.

Session 7—Hours

Fs—Guide for Serving—43 frames, b&w. Purchase, \$3.50.

Session 8—Dollars

Fs—Guide for Giving—44 frames, b&w. Purchase, \$3.50.

Fs—My Gift—26 frames, color. Purchase, \$5.

Sfs—A Tip or a Talent—64 frames, color, with LP recording. Rental, \$2.50; purchase, \$8.

Session 9—Good Times with Friends

Fs—Boy Meets Girl—40 frames, b&w. Purchase, \$3.

Session 12—Skin Tints

F—The Toymaker—15 minutes, color. Rental, \$7.50.

Session 13—One Life Under God

F—The High Room—20 minutes, color. Rental, \$8.

Faith and Farming . . .

If a farmer waited until he was sure of the weather he would never raise a crop. He has to reckon with the weather and contend with it, but he cannot be sure of it. So every year he makes a venture of faith.

We cannot let the wind and clouds of circumstance determine our course. We cannot grow a harvest for God with one eye on the weather. Just as with the farmer, circumstances are to be considered, and we shall not foolishly disregard them. But we must not let them be the main factor in making our decisions.

Too many saints live fearfully from one "weather report" to another, scanning the skies and watching the clouds, conscious of "conditions" rather than of Christ. Faith goes ahead in fair weather and foul. It breaks up the fallow ground, sows the seed, cultivates the crop, and gathers the harvest. There may be pests and floods and droughts, but the Lord of the Harvest will see to it that our labor is not in vain.

From DAY BY DAY
by Vance Havner

A New Psychology of Leadership

BY W. G. MONTGOMERY

ONCE in reminiscent mood, Ghandi exclaimed, "I see my people yonder marching on toward a better way of life, and I must follow them, for I am their leader."

Strange words, you say, coming from a great leader who is supposed to be out in front? Well, let us see if they make any sense. Could an attitude like that be used by superintendents, teachers and group leaders in the church and school with good results? Or, must the leader always be out in front calling others to come on?

In attempting to answer this question, let me say that I believe most observers will agree that during the last several years a decided change in the psychology of leadership has been going on. The older type of leadership, bold, outstanding and often commanding, has lost much of its former prestige.

Leadership Through Suggestion

The leader who appears to be going along with the group instead of leading it, is the one who is really leading today. In other

words, the best leadership of today, as I see it, is that of suggesting instead of directing. What Ghandi really meant was that while he was pointing the way for his people to go, he was waiting for them to take the lead. He would point the way, but would not push his people along; and so, when they followed voluntarily the way marked out, they would be satisfied.

By Being Led

When the leader leaves himself out of his service and does not assume any special importance, and takes the attitude that he is just one of the group, then, he can lead that group or class or community anywhere, and usually get his "followers" to do exactly what he wants.

Nor does he have to compromise his principles in leading by being led. He can still have his opinions, express them, and need not agree with everyone who comes along. Some of his followers may disagree with what he is trying to get done, or with the methods of doing it; but if he

will be careful of his attitudes, avoiding any show of authority or seeming importance, he will find such opposition fading away with the people going along the way he has pointed out. Then he can follow them, because he is their leader.

The Great Example

What difference does it make who goes in front, if all of them are going in the right direction? In our free republic it's difficult to drive people, but any wise leader can draw them. Jesus, the greatest of all leaders, knew that long ago. Said He, "if I be lifted up, I will draw." He never attempted to drive anyone, or to show authority over other lives.

Thus, we discover that the greater the leader, the less he tries to lead by always being out in front. The great leader of today and tomorrow will be dynamic but not dogmatic. His followers will feel that he is on fire with a great purpose, and that he sincerely believes in what he is trying to do, but at the same time granting all others the right to their opinions and respecting them. Such a leader never argues with those he expects to lead. He shows poise and self-control in all he does and says, remaining sweet spirited toward any who may oppose him. He knows they may be

right, and he could be wrong.

I believe you will find that our best leaders today never condescend nor "talk down" to their followers as if they were above them. Certainly, the good leader must be above his group mentally and otherwise, else he could not lead; but it's fatal for him to show it. Nobody wants to be thought of as uninformed, and the leader who leaves this impression with his followers will soon find his influence waning.

An Important Principle

Nor do most people like to be "told" what to do. They will go along with and welcome suggestions from their leader, and thank him for them, but they like to think of themselves as doing what is to be done. And this principle will apply anywhere and to all leaders, such as superintendents, teachers, and even ministers.

For example, I know a certain church building which was badly in need of repair; a once beautiful building, which because of neglect, was about ready to be abandoned. The minister there for several years had been telling them what they "ought" to do and "how" to do it. He assumed all leadership and got no place. Then, a wise minister took over. He didn't tell them what to do, but rather suggested what they

could do, and which, he believed, they would be happy in the doing. He put his congregation out front and kept himself in the back ground. Within two months the entire membership and many friends had been won over to his suggestions, and today they have one of the most beautiful church buildings in this section of the state. By a few wise suggestions and words of encouragement, he had done in one year what his predecessor had failed to do in five years by his constantly telling them what they "ought" to do.

A Natural

A fatal mistake of some leaders is that they lead too much. The "doing it all" attitude does not go well with those we seek to lead. As a leader, one can never work too much, but he can appear to work too much. He can talk too much of what he is doing, but never too much of what others are doing. The great leaders are those who do not seem to their followers as leading at all.

A great man once said that if he could, he would reform the whole world without his own presence being known. That is the attitude we like to see in our leaders; and this sort of man or woman is what we sometimes call a "natural born leader." There is nothing artificial, arbitrary or de-

manding in such leadership; and of course, its presence can never be hidden.

The greatness of such a leadership rises up of itself. But always it's a part of the people. A leader like this is never weak, but has the strength of all the people he works with. As was said of Jesus, He could not be hidden, though He walks alongside of those He leads.

A Wide Appeal

Then, too, this type of leadership appeals to all ages alike. I think it unfortunate for anyone to think of himself as a leader, say, of young people only; or of any other particular group. Older people, too, are important. And that large group between the young and the old is vitally important. I believe there is something wrong about any leadership that tries to hold one third of the people and loses the other two thirds.

Every leader today is facing three generations: the young, the old, and the in-between. A different set of approaches will be used for each of these; but always the leader will go along with those he leads, as one of them. Or even as Ghandi said, "I see my people yonder marching on and I must follow them, for I am their leader."